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ABSTRACT

This handbook was designed to lead students step-by-step through the planning process for conducting a community project and, thereby, help them learn project-planning skills. The guide is organized in six sections. The first section, "Preliminary Thinking," includes topics such as motivation ("What's in it for me?"), sample projects, personal strengths and weaknesses, human relations, and teamwork. The second section, "Project Planning," leads students to identify the problem, issue or need, set project and personal goals, find out others' opinions, and connect to the community. In the third section, "Getting the Big Picture," students are led to think big, consider all aspects of the project, and identify resources, while the fourth section, "A Master Plan," presents the seven steps of a master plan. "Doing" the project is the topic of the fifth section, which includes a project log, time management form, weekly job duties report, challenges and projects report, interview questions, job list, and basic skills notes. Finally, the last section leads students to reflect on the project once it is finished. (KC)

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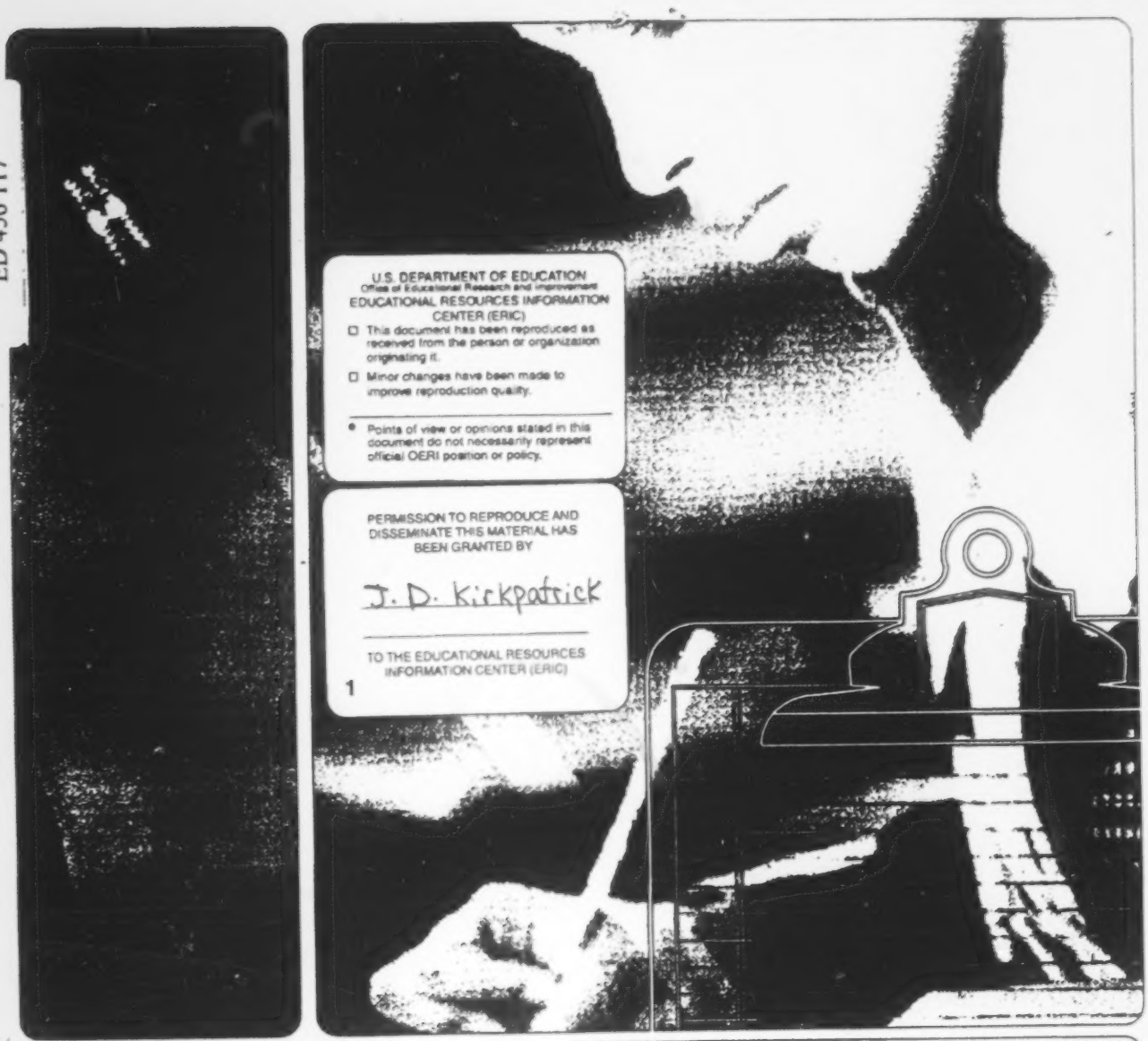

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Everyone's Guide to Successful Project Planning:

TOOLS FOR YOUTH

STUDENT GUIDE

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Everyone's Guide to Successful Project Planning:

TOOLS FOR YOUTH

Written by
Keisha M. Edwards

STUDENT GUIDE

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>> PERSONAL INFORMATION

MY NAME

ADDRESS

CITY, STATE, ZIP

PHONE NUMBER

EMERGENCY CONTACT PERSON

RELATIONSHIP

ADDRESS

CITY, STATE, ZIP

PHONE NUMBER

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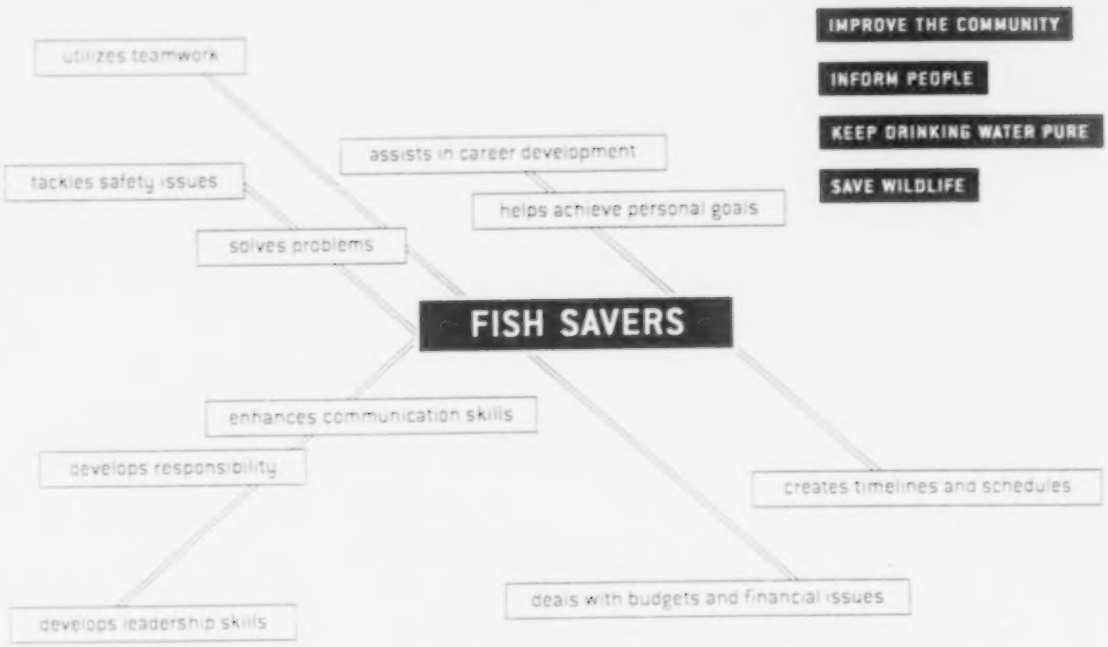
PROJECT PROFILE

Fish Savers is a project for young people who want to improve the health of their community. The project goal or purpose is to inform people about how they can help keep their drinking water pure and save the wildlife in the nearby rivers. Clean water is a community issue because the city is growing and many chemicals find their way into the water through the drains in the city streets. Members of the Fish Savers project alert the community about the dangers of dumping oil, paint or other chemicals into the drains near their homes. They also spray paint outlines of a fish near the drains with reminders not to dump toxic chemicals.

The project requires teamwork. Fish Savers work together on a master plan for their project, go with partners door-to-door to explain the issues and then work in larger crews to do the painting. Team members must get along well with people different from themselves and make group decisions, such as which neighborhoods to work in first. They must also solve problems together; for example, what to do when team members fail to carry out their duties or how to spend rainy days when it's too wet to paint. Safety is a major focus for Fish Savers because the project happens in busy streets and spraying paint requires using masks and skin protection.

Aside from helping the community, the young people work on this project to accomplish different personal goals. Some want to spend a summer working outside. Some want to develop skills —the ability to do something well—such as to communicate better with adults, to develop leadership or to handle a budget. Still others want to know more about possible careers by interviewing scientists, city officials and environmental activists connected with the project.

COMMUNITY PROJECT



Fish Savers learn about the Big Picture of any project then take responsibility for their own part. For example, they plan their project by identifying what needs to be done such as dividing the city by blocks for painting. They make a timeline or schedule for completing each task. They decide on project management, including who will lead the painting crews and who will be in charge of resources such as the paint, stencils and safety vests. They agree upon starting times, lunch breaks and other labor issues. Fish Savers use technology by researching on the Internet similar projects and are involved in financing their project by budgeting and asking for donations from merchants for paint, safety equipment and the party to celebrate their accomplishments.

Throughout the project, Fish Savers think carefully about or reflect on what they are learning. They keep records on project logs and weekly report forms. They connect what they are learning on the job with what they learn in school. For example, some team members use language, art and computer skills learned in the classroom to write, design and produce the project's informational brochure; others use math to compute how many cases of paint and hand cleaner are needed for the project. Everyone develops a portfolio, a collection of mementos and records, to show future employers what they can do.

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LETTER FROM THE AUTHOR

To Young People Working on Projects

Congratulations on being part of a project to benefit your community or school and yourself. *Everyone's Guide to Successful Project Planning: Tools for Youth* is a resource for you. You might consider activities in this guide as "tools" for helping you get the most out of your project. There are tools for you to plan your project, including thinking about "what's in it for you" and deciding upon what strengths you bring to your team. There are tools for identifying community needs, setting goals, developing schedules and deciding on how your project will be managed. This guide also provides tools to help you run your project effectively. And to learn about careers that you might consider for the future.

Have you ever done something and then wondered exactly what you got out of it? Well this guide can help you reflect upon what you have learned and to keep a record of what you have accomplished.

Enthusiastic, committed young people like you can accomplish amazing feats for themselves and others. Your community is fortunate to have you working on their behalf. *Good luck!*

— The Author

Scenario of management structure

Here's an example of how a group of young people set up a management structure for their project, a neighborhood directory. First the group decided to use the expertise of several young people who had worked on projects during previous summers. These experienced people served as mentors as the group elected to form three action teams:

Team 1 to survey and gather information for the directory;

Team 2 to market the directory; and,

Team 3 to design and produce it.

Two experienced young people shared the responsibility for leading each team. Their duties included helping team members schedule their weekly activities, accomplish their goals and solve problems. The leaders reported every two weeks on the teams' progress to the adult facilitator and interested community members. They also kept their teams informed about the progress of the other teams. When the project was completed, leaders offered feedback to team members on their accomplishments and received feedback on their leadership skills.

STUDENTS DESIGN MONUMENT TO DR. KING

A group of high school students in Arizona were outraged that their state voted to make Martin Luther King's birthday a non-holiday. The so-called Scottsdale Six came up with the idea that there should be a bronzeplaque at the Lincoln Memorial in Washington, D.C. where Rev. King delivered his "I Have A Dream" speech in 1963, so they launched a fundraising effort called "Pennies for a Monumental Difference." The students pestered the National Park Service, presented numerous plans, and eventually became members of the design team for the mini-museum commemorating Dr. King and other civil rights leaders in Washington D.C. (A referendum passed in 1992 making Dr. King's birthday a legal holiday in Arizona.)

STUDENTS RID THEIR COMMUNITY OF TOXIC WASTE

Armed with accurate and up-to-date information, students in Missouri drafted a petition to consolidate and remove radioactive waste at Westlake and Bridgeton. They contacted state and federal representatives, environmental groups, and the media. The same group of green teens was involved in preserving the Earth City wetlands and reducing pollution on the Mississippi and Missouri Rivers.

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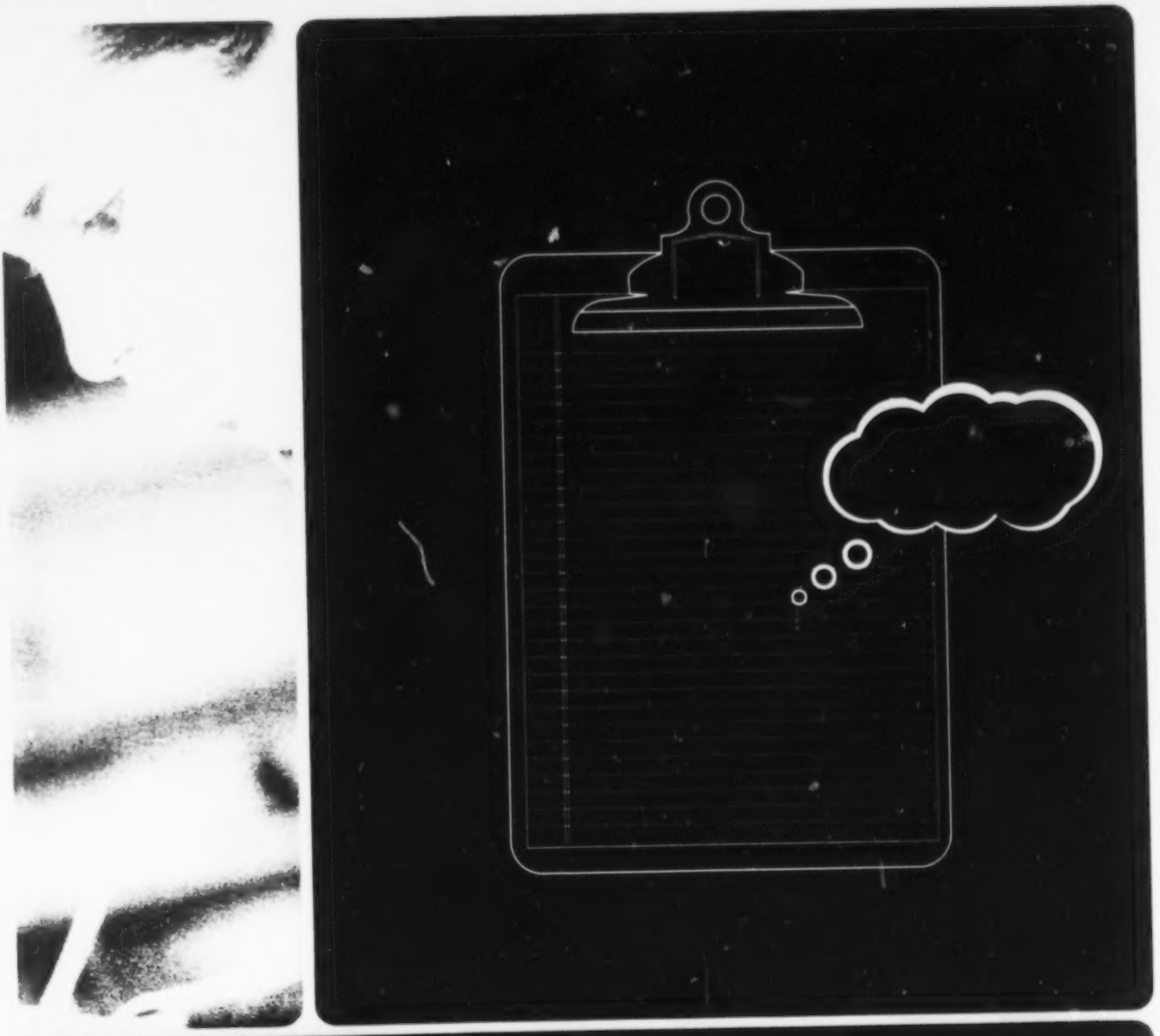

Preliminary Thinking

TOOLS FOR PROJECT SUCCESS

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A Team Project... What's in it for me?

What's in it for me? This is a question you may very well be asking as you start your project. Whenever we do work we are keenly aware of the cost to us—in time, creative energy, and even in physical labor.

But what about how we benefit from a team project? We feel better about working long and hard if we know how a project is going to benefit us personally. Think a few minutes about how you would rate your level of interest on the following benefits of doing a team project.

EXAMPLE BENEFITS OF DOING A TEAM PROJECT:

Discover and test new skills

☐ don't care ☐ sort of important ☐ very important

Meet new people and make new friends

☐ don't care ☐ sort of important ☐ very important

Network with adults of different backgrounds and occupations

☐ don't care ☐ sort of important ☐ very important

Have a voice and make a difference in the community

☐ don't care ☐ sort of important ☐ very important

Engage in hands-on learning (not just book work!)

☐ don't care ☐ sort of important ☐ very important

Other benefits to me:

Projects A-Z

To begin thinking about how to improve life in your community, make a list of projects or activities—one for each letter of the alphabet.

A *Example: Artist's murals in the neighborhood*	N
B	O
C	P
D	Q
E	R
F	S
G	T
H	U
I	V
J	W
K	X
L	Y
M	Z

About Me

You are unique and your special skills and talents are important to the project. In the space below, draw a picture of yourself, paste in a favorite photograph of yourself, or make a list of words that you feel describe you.

More About Me

Special interests/hobbies:

What I might like to be when I am an adult and why:

How a friend would describe me:

Three reasons why I am participating in this project:

1.

2.

3.

Personal Strengths/ Areas to Improve

Take a few minutes to think about the following characteristics that come into play in a team project. What do you see as your personal strengths that will contribute to a team project? What characteristics would you like to improve during this project? Your strengths and areas you would like to improve on don't have to be related!

ENTHUSIASM, WILLINGNESS TO WORK, AND PARTICIPATION	
STRENGTHS	THINGS I CAN IMPROVE ON
Example: I'm good with ideas.	*I don't always follow through with ideas.*

FOLLOWING INSTRUCTIONS	
STRENGTHS	THINGS I CAN IMPROVE ON

COMMUNICATING WITH OTHERS	
STRENGTHS	THINGS I CAN IMPROVE ON

GETTING ALONG WITH OTHERS	
STRENGTHS	THINGS I CAN IMPROVE ON

ABILITY TO HANDLE STRESS	
STRENGTHS	THINGS I CAN IMPROVE ON

STUDENT FIGHTS AGAINST AIR POLLUTION

William W., who won the Eco-Inventor Award at the age of 11 for his solar car design, helped develop a national bicycling campaign to reduce automobile use and air pollution. As a member of the Earth Force Youth Advisory Board, William's first step was to convince the principal of his school to re-install bike racks that had been removed years before. When his principal refused, William and members of his high school bike club started a petition and eventually got their principal to change his mind. In addition, William has worked to plan a "Bike Day" in San Francisco to coincide with similar events in other cities across the country. His long-term environmental plan of action consists of raising public awareness and persuading decision-makers to put more money into bike lanes and trails.

STUDENTS CONVINCE STATE CAPITAL TO PASS A WATER SAVING BILL

Eighth graders in Walnut, California researched drought-resistant landscaping as a way to conserve water. They sent handwritten notes to hundreds of newspapers, water districts, and influential individuals. These conservationists traveled to their State Capitol and convinced lawmakers to pass a bill requiring all state government buildings to set an example by using only water-saving plants.

Human Relations on the Job

As you become aware of your feelings and behavior in a work or team situation, you are better able to improve your "human relations on the job" skills. This self-assessment will help you think about how you interact with others. Rate yourself by (circling) a number from 1 to 5. Discuss your answers with your team members.

1] I ENJOY WORKING ON A TEAM.

1	2	3	4	5
NO WAY!	ALMOST NEVER	SOMETIMES	USUALLY	ALWAYS!

2] I ENJOY WORKING WITH PEOPLE WHO ARE DIFFERENT FROM ME.

1	2	3	4	5
NO WAY!	ALMOST NEVER	SOMETIMES	USUALLY	ALWAYS!

3] I AM COURTEOUS AND FRIENDLY TO ALL CO-WORKERS.

1	2	3	4	5
NO WAY!	ALMOST NEVER	SOMETIMES	USUALLY	ALWAYS!

4] WHEN WORKING, I AM COURTEOUS AND FRIENDLY TO ALL CUSTOMERS OR CLIENTS.

1	2	3	4	5
NO WAY!	ALMOST NEVER	SOMETIMES	USUALLY	ALWAYS!

5] I OFFER CONSTRUCTIVE SUGGESTIONS WHEN WORKING IN A GROUP.

1	2	3	4	5
NO WAY!	ALMOST NEVER	SOMETIMES	USUALLY	ALWAYS!

6] I AM ABLE TO TAKE CONSTRUCTIVE CRITICISM WELL.

1	2	3	4	5
NO WAY!	ALMOST NEVER	SOMETIMES	USUALLY	ALWAYS!

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Human Relations on the Job

(continued)

7] I CAN ACCEPT GROUP DECISIONS.

1	2	3	4	5
NO WAY!	ALMOST NEVER	SOMETIMES	USUALLY	ALWAYS!

8] I SHOW RESPECT FOR THOSE I'M WORKING WITH.

1	2	3	4	5
NO WAY!	ALMOST NEVER	SOMETIMES	USUALLY	ALWAYS!

9] I EXPRESS MY IDEAS WHEN IT COMES TO SOLVING PROBLEMS.

1	2	3	4	5
NO WAY!	ALMOST NEVER	SOMETIMES	USUALLY	ALWAYS!

10] I AM WILLING TO DO MY SHARE OF THE WORK.

1	2	3	4	5
NO WAY!	ALMOST NEVER	SOMETIMES	USUALLY	ALWAYS!

11] I RESPOND TO MY CO-WORKERS' IDEAS WITH RESPECT.

1	2	3	4	5
NO WAY!	ALMOST NEVER	SOMETIMES	USUALLY	ALWAYS!

12] I AM OPEN-MINDED ABOUT NEW SUGGESTIONS.

1	2	3	4	5
NO WAY!	ALMOST NEVER	SOMETIMES	USUALLY	ALWAYS!

13] I AM WILLING TO TRY SOMETHING NEW.

1	2	3	4	5
NO WAY!	ALMOST NEVER	SOMETIMES	USUALLY	ALWAYS!

14] I WORK UNTIL THE JOB IS DONE.

1	2	3	4	5
NO WAY!	ALMOST NEVER	SOMETIMES	USUALLY	ALWAYS!

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Teamwork

Teamwork is an essential part of any work situation. Discuss with your group why effective teamwork is important for the success of your project and record the reasons below.

EFFECTIVE TEAMWORK IS IMPORTANT FOR THE SUCCESS OF OUR PROJECT BECAUSE:

What strengths do I bring to a team?

We all have different skills, talents, and strengths that we as individuals bring to a project. Take a moment to think about yourself and what you do best. What are you good at in school? What jobs have you done in the past?

SKILLS, TALENTS, OR EXPERIENCES I POSSESS THAT WILL BENEFIT MY TEAM:

Workplace Word Search I

Find the 16 project-related terms in the puzzle below. Terms may be written vertically, horizontally, diagonally, or even backwards. Good luck in your search!

ask questions	independent worker	resources
commitment	planning	risk service
community	portfolio	teamwork
creativity	problem solver	time management
determination	reflection	wages

p	r	o	b	l	e	m	s	o	l	v	e	r	p	a	t	u	t
i	u	l	m	d	e	t	e	r	m	i	n	a	t	i	o	n	l
n	f	a	n	t	i	d	i	g	n	i	n	n	a	l	p	n	k
d	l	f	s	y	u	f	u	v	f	u	k	f	u	f	a	b	o
e	k	t	s	k	y	c	o	m	m	u	n	i	t	y	d	v	i
p	j	n	c	k	q	h	t	d	h	t	u	h	t	h	e	c	l
e	h	e	x	j	q	u	r	f	j	k	s	i	r	j	w	r	o
n	b	m	z	z	e	l	e	s	k	e	u	k	e	k	q	e	f
d	n	e	a	x	w	m	s	s	l	w	u	l	w	l	z	a	t
e	t	g	s	c	q	n	o	k	t	m	r	m	q	m	x	t	r
n	r	a	d	v	a	b	u	k	m	i	j	n	a	n	o	i	o
t	e	n	t	b	s	v	r	o	b	s	o	b	s	b	p	v	p
w	s	a	h	e	d	c	c	h	v	c	m	n	d	v	u	i	u
o	d	m	j	m	a	z	e	n	c	f	l	c	s	c	i	t	i
r	o	e	k	a	g	m	s	m	x	g	w	a	g	e	s	y	t
k	g	m	m	s	h	q	w	o	x	h	q	z	h	z	e	l	y
e	h	i	e	u	m	w	e	o	k	j	h	q	j	q	r	p	r
r	j	t	o	f	n	e	k	u	r	k	k	w	k	w	v	o	j
i	i	m	q	g	l	r	l	y	e	k	a	e	l	e	i	q	i
m	u	e	n	o	i	t	c	e	l	f	e	r	l	r	c	w	f
t	y	g	c	o	m	m	i	t	m	e	n	t	o	h	e	e	t

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Workplace Word Search II

Describe how or why each of the following is a key to success as a worker or team member.

ASKING QUESTIONS

COMMITMENT

COMMUNITY

CREATIVITY

DETERMINATION

ABILITY TO WORK INDEPENDENTLY

PLANNING

BUILDING A PORTFOLIO

PROBLEM SOLVING

REFLECTION

RESOURCE MANAGEMENT

TAKING RISKS

PROVIDING A GOOD SERVICE

TEAMWORK

TIME MANAGEMENT

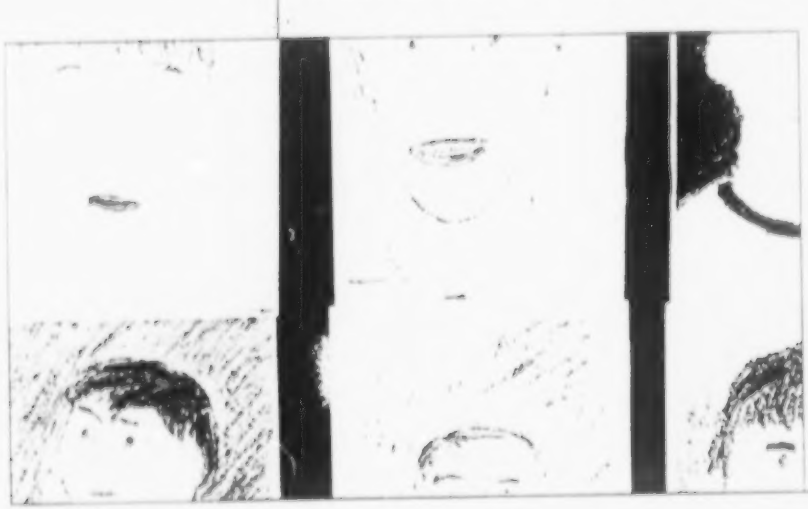
WAGES

STUDENTS WORK TO PASS BIKE HELMET ORDINANCE AFTER CLASSMATE IS KILLED

The very first law requiring bicyclists under 16 to wear safety helmets can be traced to a group of young advocates in a small town in Maryland. After a classmate had been killed while biking, these eighth graders were determined that his death not be in vain. They did research, wrote letters to the editor of their local paper, testified, and mobilized the community. The opposition was fierce, but the second time the students testified the county council voted to approve this model ordinance.

BENEFIT CONCERT RAISES $100,000 FOR ART CLASSES

Art classes were disappearing in Portland, Oregon, and one student was so upset that she wrote to rock star Jackson Browne and asked him to hold a benefit concert. To her surprise, she got a call at home from Browne himself, who agreed. The concert raised $100,000 for arts education, and the students, in cooperation with school board, decided how the money would be spent.



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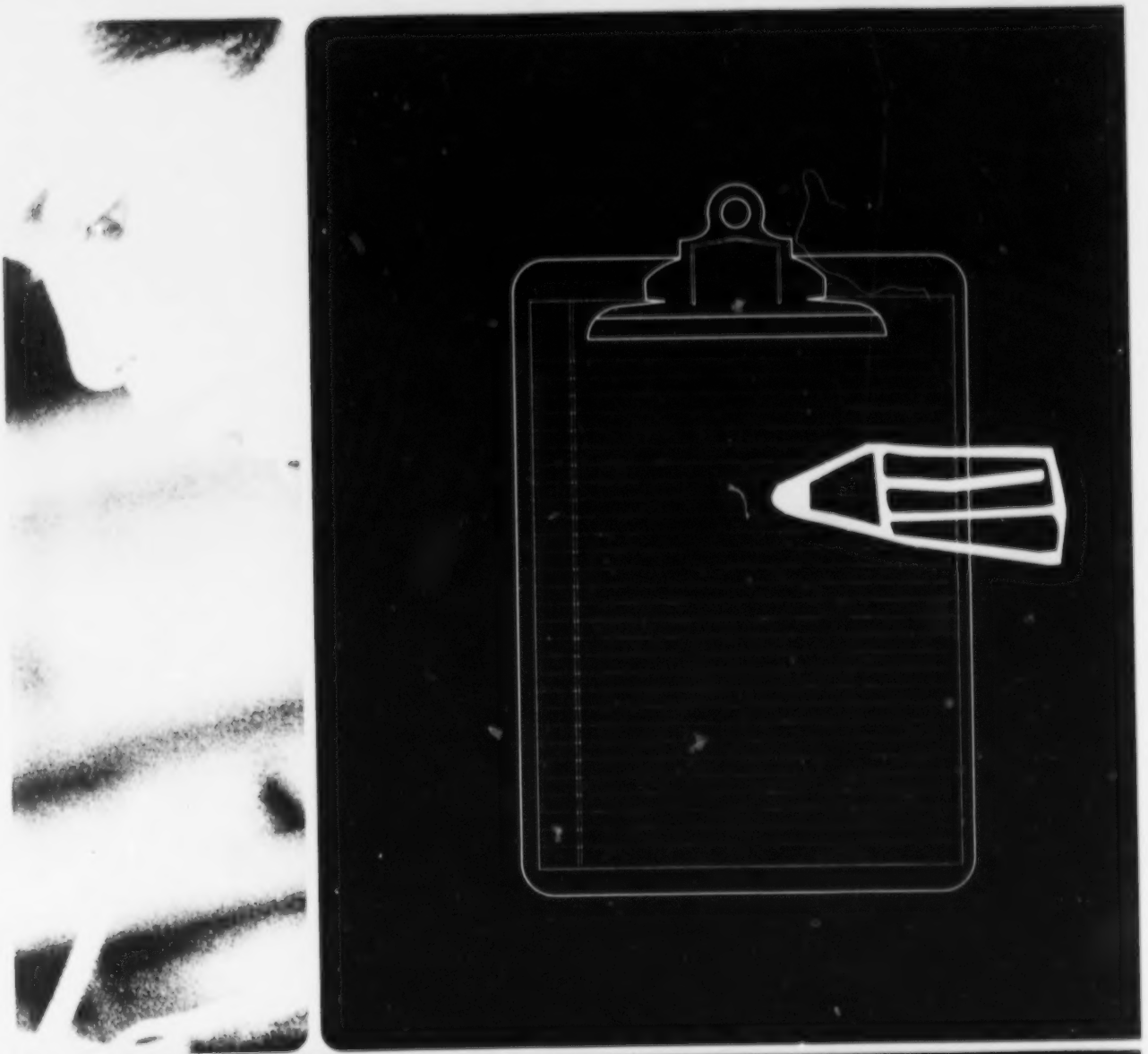

Project Planning

TOOLS FOR PROJECT SUCCESS

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Identify the Problem, Issue, or Need

Team projects often benefit the community. Does yours? Here are some questions to help you think about it.

Why are we doing this project? (What is the community issue, concern, or need our project is trying to address?)

How does our project address this issue, concern, or need?

If we are dealing with a problem or concern, what do I think has created it?

What can be done to prevent the problem from recurring once our project is complete?

Project Goals

Project goals are what you want to have accomplished when your project is complete. To plan and complete your project effectively, it is very important that everyone involved is clear about these goals. Discuss the project goals with your group and list them below:

PROJECT TITLE	

OUR PROJECT GOALS:

1.

2.

3.

Personal Goals

Personal goals are what you as an individual hope to accomplish by participating in the project. If you are clear about why you are participating, you will not only learn more, but your time spent on the project will be more enjoyable. Go back and look at your answers to A Team Project . . . What's in It for Me before listing your personal goals.

MY PERSONAL GOALS:

1.

2.

3.

What Do Others Think?

ABOUT THE PROBLEM / ABOUT THE PROJECT

Discuss your project with three people from your community who are not working on the project with you. Define the problem or issue you are trying to address, and describe how you will approach it. Outline your project goals.

Ask the people you are interviewing what they think about the issue, or what might be the solution to the problem. Your parents, neighbors, teachers, and friends would all be great people to talk to. Record their responses below.

1. NAME

RESPONSE

2. NAME

RESPONSE

3. NAME

RESPONSE

Community Connection

To see how your community has changed over time, and where it is headed in the future, interview an adult who has lived in your community for a while (for at least 20 years). Here are some questions to get you started.

Name of person being interviewed:

How long have you lived in the community?

How has the community changed over time? (Remember to include dates)
the houses > *stores and businesses* > *public transportation* > *the "atmosphere"*

< ASK ABOUT

Why do you think these changes have occurred?

Community Connection

(continued)

What about the people in the community? How have they changed over time?

How do you envision the community looking 10 years from now?

Notes on Community Connection interview

SCHOOL HAD NO BUDGET FOR THREE YEARS!

Middle school students in Geneseo, New York went public with their anger that their school district went for three years without a budget. After many interviews, door-to-door surveys, and in-depth research, students made a presentation to the school board. Their speeches made an impression and a school budget was finally approved with overwhelming public support. As a result, students saw a tremendous difference in the number of computers, textbooks, musical instruments, and other equipment available.

STUDENT FIGHTS FOR AFRICAN AMERICAN HISTORY COURSE

Detra W., a very soft-spoken and shy high school sophomore from Louisville, addressed her school board about the lack of African-American history taught in the district. They listened, and she participated over the summer on a curriculum development committee that developed a new multicultural history class.

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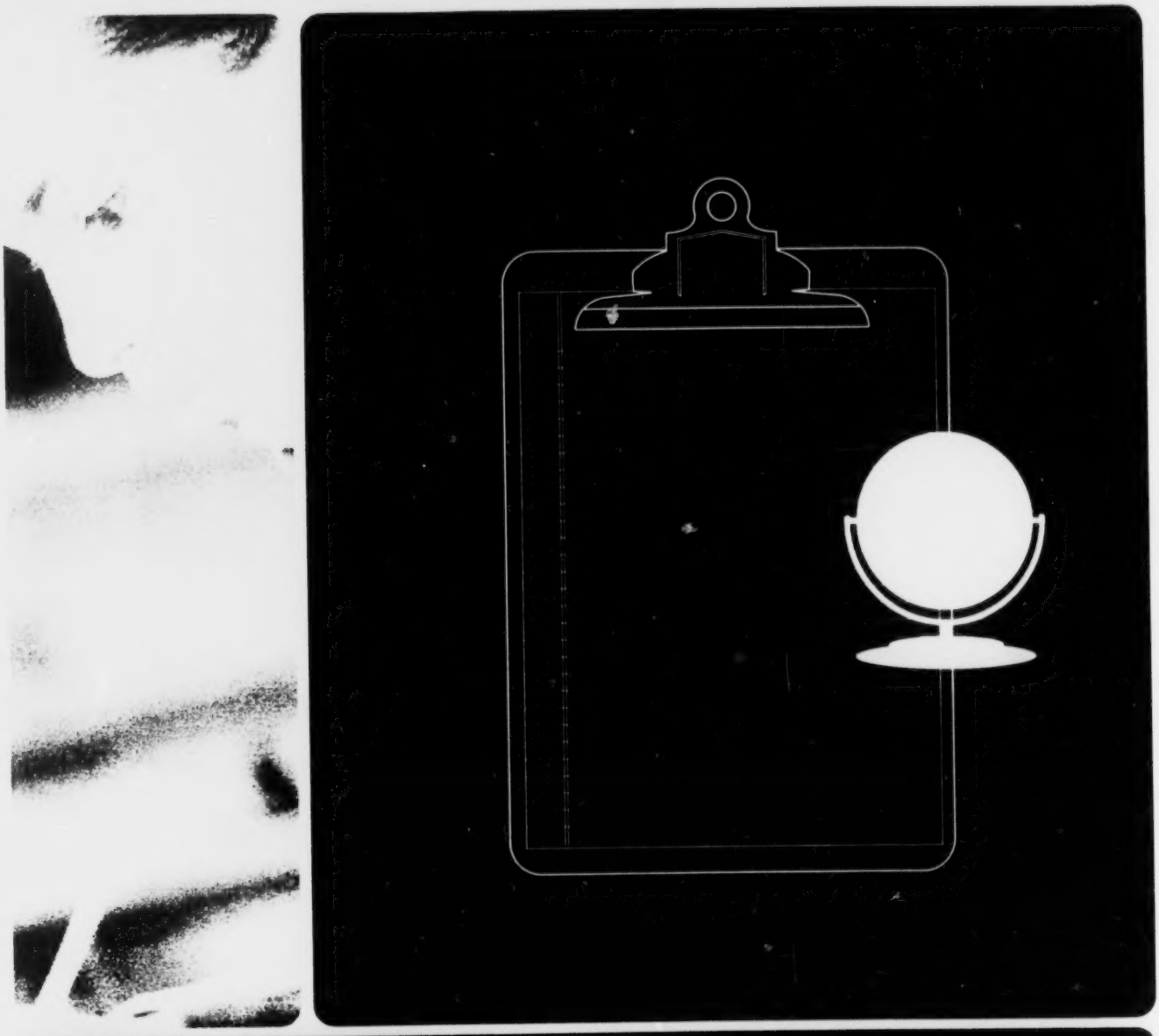

Getting The Big Picture

TOOLS FOR PROJECT SUCCESS

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Thinking Big

In order to succeed in an ever-changing world of work, you need to be able to understand the "big picture" of any job, career, industry, or project. This big picture is also called "all aspects."

For example, if you are learning carpentry skills and want to get the big picture, you would not only learn how to hammer a nail straight or frame a house, but you would also investigate everything involved in running your own carpentry business, from how to bid a job, buy materials, and apply for a building permit, to how to set up an accounting system on a computer.

The big picture of any project or job includes the following aspects:

- PLANNING
- MANAGEMENT
- TECHNICAL AND PRODUCTION SKILLS
- FINANCE
- LABOR ISSUES
- COMMUNITY ISSUES
- HEALTH, SAFETY, AND ENVIRONMENT
- UNDERLYING PRINCIPLES OF TECHNOLOGY

This is a long list, but think of it as a jigsaw puzzle. Putting all the pieces together ("all aspects") will help you see how specific jobs interconnect within an industry or career field.

The following activities will help you and your teammates analyze your project from a "big picture" perspective.

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All Aspects of Your Project

When you understand "the big picture" of your project you can more easily see what work needs to be done and how best to make it happen. This "systems" approach helps you understand all the different aspects that contribute to a successful project.

THESE ARE THE PARTS OF "THE BIG PICTURE" OF ANY PROJECT, JOB, BUSINESS, OR INDUSTRY.

PLANNING:

> What activities or duties need to be planned?

> Who will plan the activities that will help your project team meet its goals and objectives?

> Who are all the people who will help make this project happen (teachers, advisors, and people in your community)?

MANAGEMENT:

> How are people, money, and materials "managed in this project?

> Is there a supervisor or is the project managed by the group?

> How can all participants be more involved in the decision-making process within the project?

> Technical & Production Skills: Who is doing what (including yourself)? What project-specific skills are needed to get all the work done?

UNDERLYING PRINCIPLES OF TECHNOLOGY:

> What technical training do workers need to do all the jobs within the project?

> What academic background does one need to perform these jobs well?

FINANCE:

> What is the cost of the project? This includes cost of materials and wages to pay workers (teachers, advisors, students, etc.).

> Who makes the decisions on how project money is spent?

> If you are paid for your services, how do you budget the money you earn?

LABOR ISSUES:

> What are the workers' (and supervisors') rights and responsibilities?

> How will the team make sure everyone does their fair share of the work?

COMMUNITY ISSUES:

> What is the impact of your project on the community?

> What service or benefit is the community receiving?

> How are other members of the community involved in your project?

HEALTH, SAFETY, AND ENVIRONMENT:

> What is the work environment like at the project site?

> Are you working outdoors or indoors?

> What are the health and safety concerns?

> How does the project interact with and impact the natural world?

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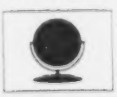

All Aspects of Your Project

continued

Use the questions on the preceding page and the diagram below to brainstorm with your team on the "big picture" of your project. Use large sheets of paper so you'll have plenty of room to apply a "systems" approach to your project.

THE PROJECT:

PLANNING:

MANAGEMENT:

UNDERLYING PRINCIPLES OF TECHNOLOGY:

FINANCE:

LABOR ISSUES:

COMMUNITY ISSUES:

HEALTH, SAFETY, AND ENVIRONMENT:

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All Aspects of Eating Out

Think for a minute about your favorite restaurant, one that you've gone to more than a few times. Why do you like this restaurant? What makes it successful? In the left-hand column below, list the reasons why your favorite restaurant stays around, and in the right-hand column list which aspects of the industry you think are responsible for its success.

NAME OF MY FAVORITE RESTAURANT →	
REASONS MY FAVORITE RESTAURANT IS SUCCESSFUL	**ASPECTS OF THE INDUSTRY**
Example: Nice atmosphere — quiet	*Health, safety, and environment*

RESOURCES

WHO, WHAT, AND HOW?

Having adequate resources and managing your resources wisely are two very important aspects of your project. Brainstorm with your group about the people, materials, tools, and money you have access to, and how you will "manage" or take care of those resources to help get your project done.

PEOPLE

What are our resources?	How does this resource help our project?	How will the resource be "managed" or taken care of?
Example: Our project supervisor...	*Gives us direction, supports us, tells us where to get more information*	*Team members will respect supervisor at all times, we will present her with a team thank you card at the end of our project*

MATERIALS/TOOLS

What are our resources?	*How does this resource help our project?*	*How will the resource be "managed" or taken care of?*

MONEY

What are our resources?	*How does this resource help our project?*	*How will the resource be "managed" or taken care of?*

RESOURCES

PLAN OF ACTION

Brainstorm with your group about different ways you might obtain a needed resource, who will be responsible for obtaining it, and how the resource will be managed.

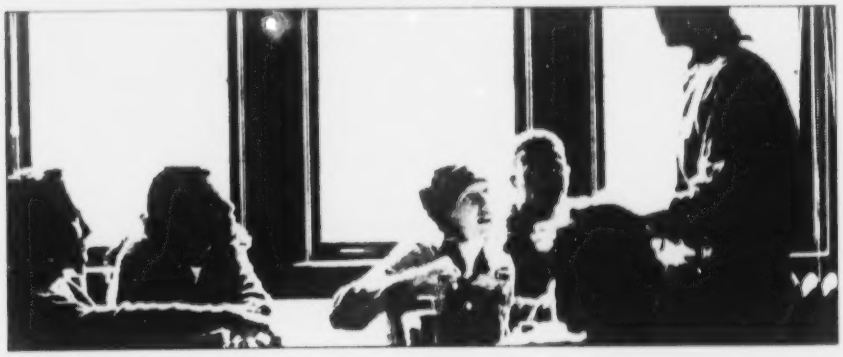
RESOURCE NEEDED/QUANTITY	WHY DO WE NEED IT?	HOW CAN WE GET IT?	WHO WILL DO IT?	HOW WILL THE RESOURCE BE MANAGED?
Example: Businesses who will donate concrete mix for our project (6 bags total)	*The project includes building concrete planters*	*Call neighborhood building suppliers for a donation*	*Matt and Neice will call around*	*We will send thank you letters to any business that gives us a donation*

CONFLICT RESOLUTION AND PEER-MEDIATED COURT DESIGNED BY STUDENTS AND FACULTY IN NYC

Drugs and school safety issues motivated students and faculty at New York's Central Harlem Junior High to create a classroom curriculum for conflict resolution and a peer-mediated court designed to resolve school disciplinary problems. Violence is reportedly down as a result of their efforts.

YOUTH IN SOUTH CAROLINA TRANSFORM OLD BUILDING INTO A TEEN CENTER

A 4-H youth group in a quiet resort community in South Carolina grew concerned that kids had nothing to do but get in trouble. They wanted to transform an old building into a teen center. The town didn't listen to them, so the high school students contacted the Governor's office, which in turn pressured local city officials. The result was New Horizons, a center run by teens for teens. Programs include alcohol and drug-free dances, health counseling, and help finding jobs.



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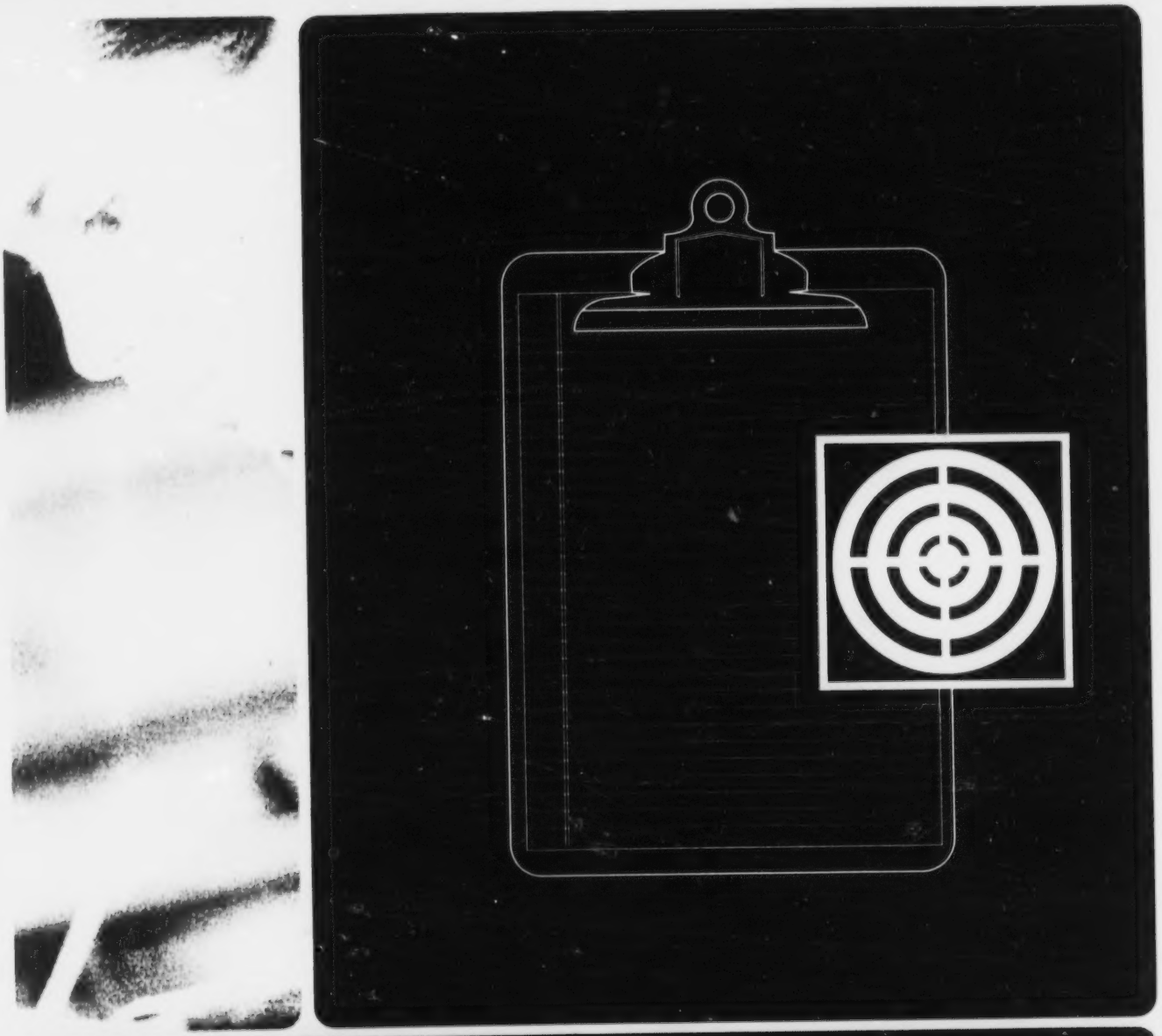

A Master Plan

TOOLS FOR PROJECT SUCCESS

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A Master Plan: 7 Steps

STEP 1 WRITE YOUR PROJECT GOAL.

If you keep your project [illegible] in mind, you will have a clearer "vision" when planning activities. [illegible]u completed the tool "Project Goals/Personal Goals," use it to complete step 1.)

THE GOAL OF OUR PROJECT IS:

STEP 2 THINK ABOUT ALL THE ACTIVITIES THAT NEED TO BE DONE TO MEET YOUR PROJECT GOAL.

List all the activities you will need to do to complete your project successfully. They do not need to be in any particular order so write them down as you think of them. (Refer back to the completed "big picture" worksheet sto help you think of activities.)

THE ACTIVITIES THAT MUST BE DONE TO MEET OUR PROJECT GOAL INCLUDE:

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STEP 3 LIST THE PROJECT ACTIVITIES IN CHRONOLOGICAL ORDER.

Review the activities you came up with in Step 2. Which activity should be done first? Which one second? Third? When you put activities in chronological order, it means organizing them in the order they need to be done.

PROJECT BEGINS:

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

12.

13.

14.

15.

16.

17.

18.

19.

20.

PROJECT IS COMPLETE!

STEP 4 REVIEW YOUR LIST

Look at your chronological list of project activities. Does it seem complete? Ask an adult (parent, relative, teacher) to review it with you. If you are missing activities that are important for project success, list them below:

ADDITIONAL ACTIVITY	WHERE DOES IT GO ON THE CHRONOLOGICAL LIST?

STEP 5 THE TIMELINE

Now that you have identified the activities of your project, you can complete a project timeline. A timeline is a project calendar that helps you to see the big picture and keeps you on schedule.

SAMPLE TIMELINE FOR A NEIGHBORHOOD BEAUTIFICATION PROJECT:

JUNE 23	JUNE 30	JULY 7	JULY 16	JULY 17	JULY 21	JU[illegible]
Project begins! Complete section 1 of the project guide.	Visit to nursery. Make drawings and plans.	City Planner visits classroom. Planting starts this week.	Planting continues.	Picnic!	Week of reflection.	Proje[illegible] ends.

STEP 5 [CONTINUED]

In the space below create a timeline for your project.

Dates to include:

- DAY THE PROJECT BEGINS
- DAY THE PROJECT ENDS
- PROJECT VISITORS
- FIELD TRIPS
- ANY DAY THAT AN IMPORTANT PIECE OF WORK IS DUE

PROJECT TIMELINE

STEP 6 DETERMINE YOUR MANAGEMENT STRUCTURE

Deciding who will do what can be tricky. There will be some activities that everyone will want to do and some activities that no one will want to do! Remember, you're all in this together. The first thing you need to discuss is how the group will be managed. This means who reports to whom when work is completed or when a task is not getting done. Several management models work well for group projects. Your adult advisor can help you determine which management style is best for your project.

In the space below, describe the management model, or "chain of command," your group has decided on and how you think it will work.

OUR GROUP'S MANAGEMENT STRUCTURE [AND HOW I THINK IT WILL WORK]

STEP 7: MAKE A MASTER PLAN.

Now it is time to organize project activities and responsibilities. Use the worksheets completed in steps 2–5 to create a master plan for your project.

When dividing up work, start with the strengths and skills of each team member. One great thing about working on a group project is that everyone brings different strengths and talents to the team. Who on your team has experience or an interest in working on a particular activity? Can he or she be assigned to the task? When selecting project duties, keep in mind that this project is an opportunity for you and your team members to branch out and learn new skills!

Put your master plan in a central location where all team members can review the progress of the project and check off their work when completed.

ACTIVITY (IN CHRONOLOGICAL ORDER)	WHO IS GOING TO DO IT?	WHO TO REPORT TO WHEN DONE OR WHEN THERE IS A PROBLEM?	DATE IT NEEDS TO BE DONE BY:	DATE FINISHED ☑ CHECK OFF WHEN DONE

CONTINUE ON NEXT PAGE ➡

ACTIVITY (IN CHRONOLOGICAL ORDER)	WHO IS GOING TO DO IT?	WHO TO REPORT TO WHEN DONE OR WH · THERE IS A PROBLE ?	NEEDS ONE BY:	DATE NISHED ☑ C: K OFF WHEN DONE

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Notes on the Master Plan

STUDENT ACTIVIST STORIES

"COME TO WHERE THE CANCER IS."

A student in New York City created the famous tobacco spoof that puts the Marlboro Man in his place. Her poster bears the heading, "Come to Where the Cancer Is." The drawing features a skeleton with a cigarette hanging out of its mouth while riding on horseback through a graveyard with mountains in the background. Melissa A.'s counter-advertisement wound up in every subway car in New York City and was featured on CNN worldwide. This success sparked a dramatic decision in the Big Apple to prohibit tobacco advertising in subway trains, city buses and shelters, and private buses franchised by the city.

VIRGINIA TEENS CONVINCE TOWN COUNCIL TO CREATE A SKATE PARK

In Leesburg, Virginia, several 14- and 15-year-olds were angry that in-line skaters and skateboarders were banned from using sidewalks, parking lots, and just about every other stretch of pavement. The youth voiced their complaint to their town council, asking for some place to skate. Three of the teenagers were selected to serve on a parks committee and collaborated with architects and others to design a skating facility.

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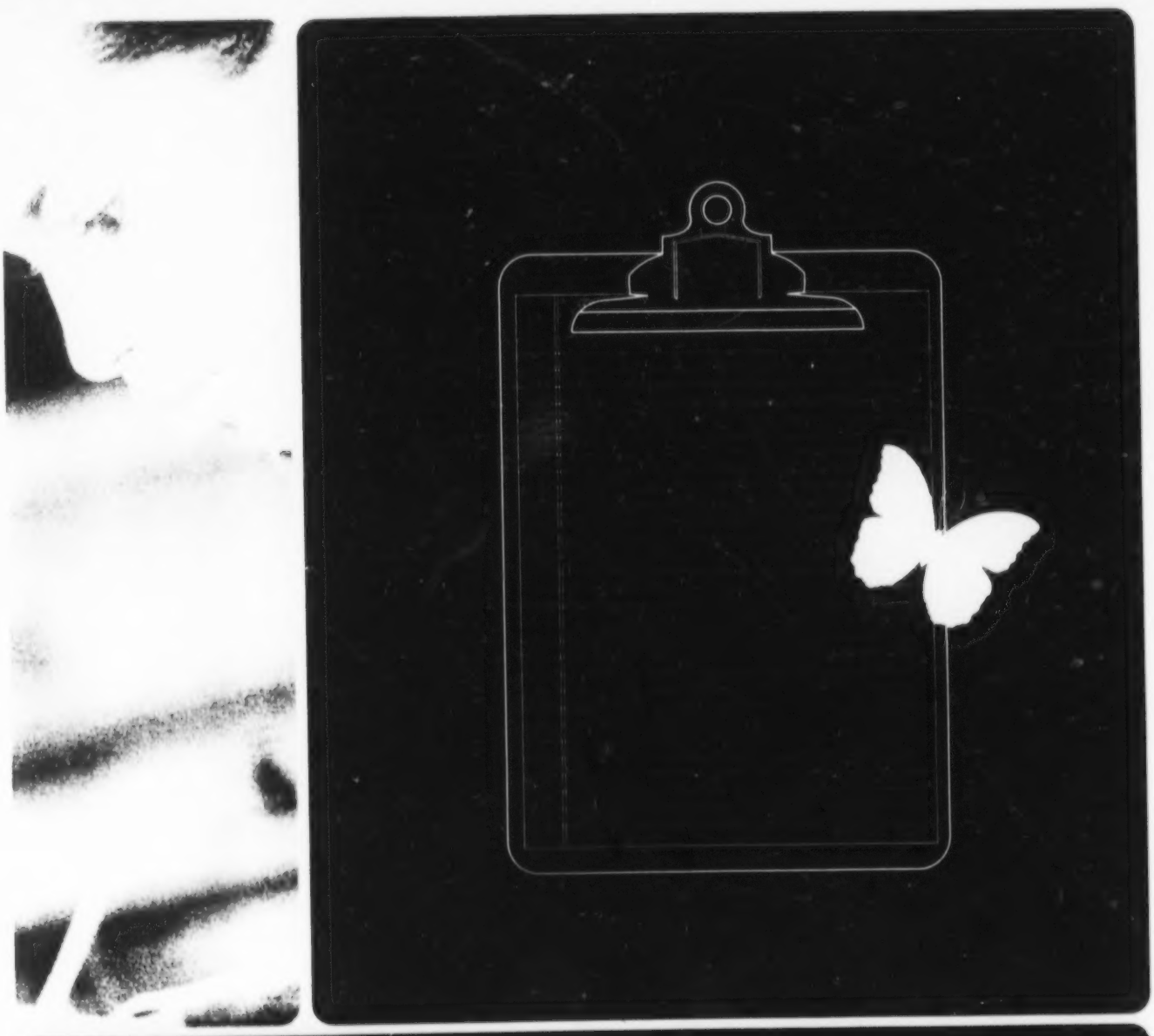

Reflecting

TOOLS FOR PROJECT SUCCESS

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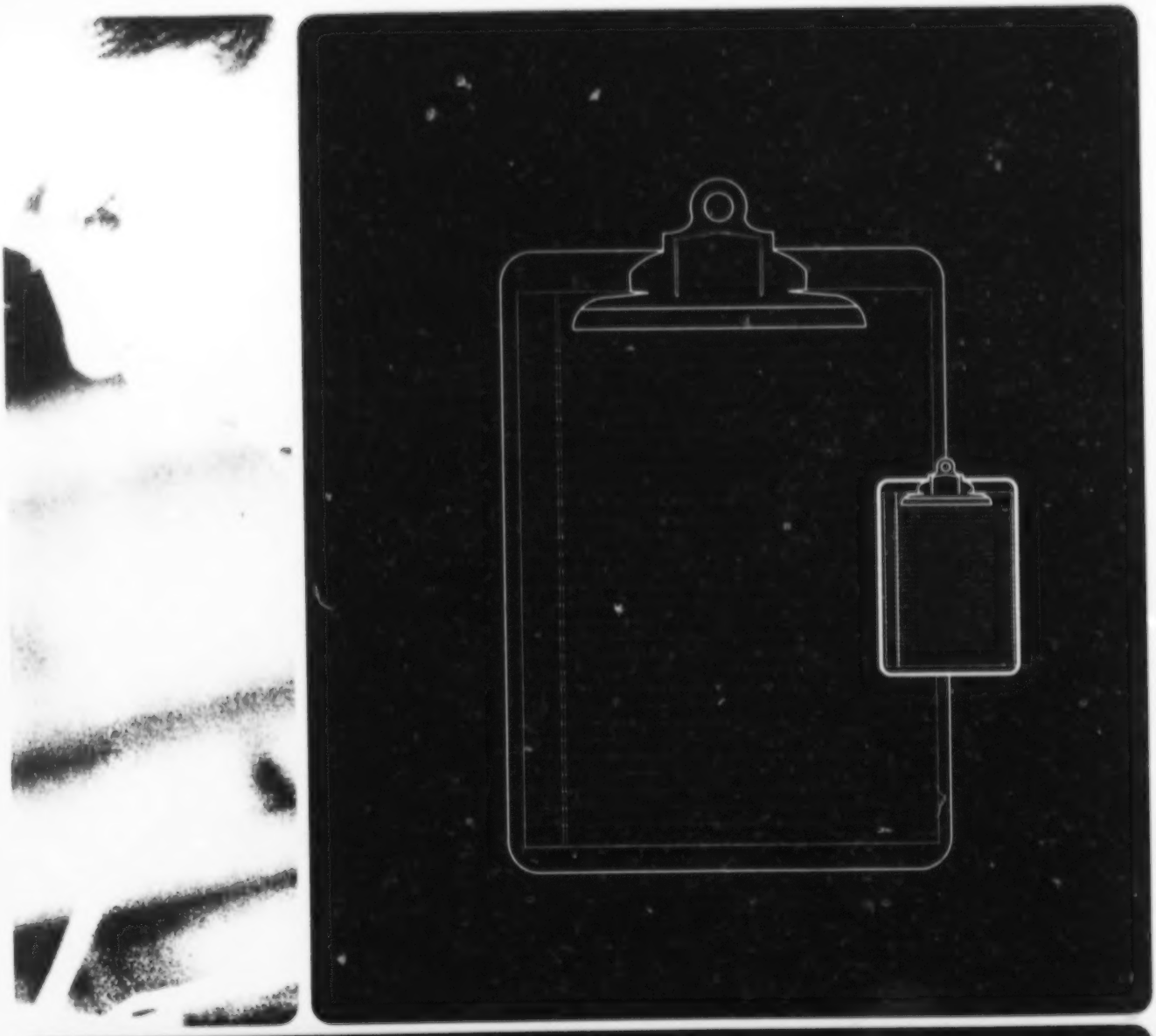

Doing

TOOLS FOR PROJECT SUCCESS

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What Is a Project Log?

A project log is a written record of your project experiences. Each day you work on your project, take a few minutes to write and reflect on your experiences in a notebook. Include in each entry:

- **WHAT HAPPENED TODAY?** Was it something ordinary, or was it extraordinary?
- **HOW DID YOUR EXPERIENCE MAKE YOU FEEL?** Glad, sad, or mad? Surprised?
- **REFLECT AND WRITE:** Is there anything you'd do differently if you could go back and try it again?

SAMPLE ENTRY:

DAILY LOG / **DATE:**

My work on the project went really well today. Alicia and I did our community connection interview. We interviewed Mrs. Parson. She has lived in the neighborhood 48 years! We learned a lot from her we didn't even know. Like, in the 1950's that abandoned lot over on Mill Street used to be home to two really big and fancy houses. The owners were sisters who threw fancy parties all the time, and Mrs. Parson even went to a few.

We also learned the neighborhood wasn't always this messy. Mrs. Parson said once upon a time it was a fine neighborhood, and everybody pitched in a hand to keep it that way. We told Mrs. Parson all about our neighborhood beautification project and she said she was proud of us.

It was more fun to do the interview than I thought. I thought it was going to be boring, but it was actually interesting hearing about what things looked like way back when.

I would change one thing about the interview if I could. Next time I would give myself more time because at the end I had to rush. I was supposed to be home by 6:00 and Alicia and I were asking the last question at 6:15.

Project Log (continued)

Make several copies of this project log sheet and keep them in your project binder. You will be writing a log entry for every day you work on the project. Check the questions on What Is a Project Log? on the previous page to remind you what to include.

PROJECT LOG

DAILY LOG	DATE:

Time Management Form

Make several copies of this time management form to keep in your project binder. You will be filling out this form with your team members at the beginning of each week you work on the project. As you complete the activities, check them off.

NAME:

WEEK OF:

COMMUNITY PROJECT:

MONDAY

PRIORITY #	WORK ACTIVITY	☑ CHECK WHEN DONE

TUESDAY

PRIORITY #	WORK ACTIVITY	☑ CHECK WHEN DONE

WEDNESDAY

PRIORITY #	WORK ACTIVITY	☑ CHECK WHEN DONE

THURSDAY

PRIORITY #	WORK ACTIVITY	☑ CHECK WHEN DONE

FRIDAY

PRIORITY #	WORK ACTIVITY	☑ CHECK WHEN DONE

SATURDAY/SUNDAY

PRIORITY #	WORK ACTIVITY	☑ CHECK WHEN DONE

Weekly Job Duties Report

NAME:	WEEK OF:

COMMUNITY PROJECT:

List your job duties for each week of the project and the amount of time you spent doing each job:

JOB DUTY	TIME SPENT
Example: planting	

TOTAL HOURS:

What was the most interesting thing you did this week and why?

What work did you like the least and why?

What skills did you practice this week?

Challenge/Problem Report

Every project, no matter how well planned, runs into problems. Problems can result from a difficulty with the community or a conflict among team members. You can learn a lot from analyzing problems and solutions. Use the questions below to help your analysis.

Project site

Date of problem or challenge

Persons Involved

A description of the problem or challenge in my own words

How the situation was resolved

How I feel about the way it was handled

Some alternative options for solving the problem

Interview the Professional

One of the great things about team projects is that you get to meet adults doing interesting work in their community. Choose someone whose professional work interests you — a guest speaker, a parent, a guide, someone involved in the project — and interview her or him using the questions below. Be sure to make an appointment for the interview and go prepared by reading over the questions first.

Name of person being interviewed:

1) What exactly do you do?

JOB TITLE:

JOB DESCRIPTION:

2) Do you work mostly with people, information, or things?
Give examples:

3) How long have you worked in your field?
What have you done before?

4) What education and training do you need to do your job?

5) What is the pay range for your profession?

ASK ABOUT ➡ 6) What is your work environment like?

CO-WORKERS
CUSTOMERS OR
CLIENTSSUPERVISORS

7) What are the people like where you work?

ASK ABOUT ➡ 8) What do you like most about your job? Why?

DO YOU WORK FOR
YOUSELF OR A COMPANY

DO YOU WORK INDOORS
OR OUTDOORS?

WHAT HOURS DO YOU WORK?

DO YOU WORK INDEPENDENTLY
OR ON A TEAM?

9) What do you like least about your job? Why?

10) A final question

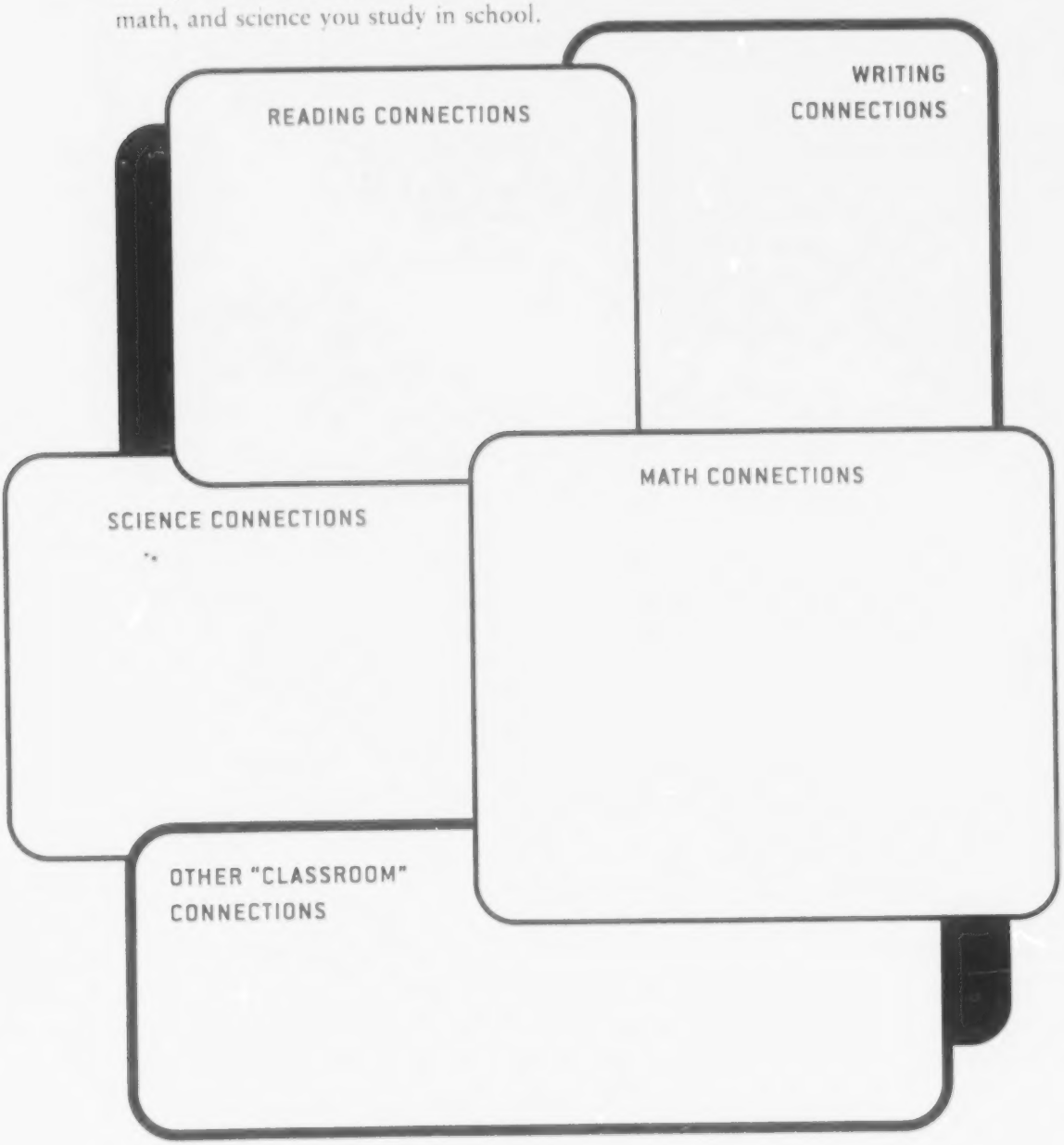
Giant Job List

To become more aware of all the possibilities the world of work has to offer, record all the jobs or occupations you come across as you work on your project. Star those jobs that interest you the most. See how long your occupation list can get!

Example: City Planner

The Three R's: Reading, wRiting, 'n' 'Rithmatic

Sometimes it's difficult to see the connection between the work you do in school and your life outside of school. As you work on your project, give examples of how project activities and tasks connect to the reading, writing, math, and science you study in school.



Notes

"IF YOU DON'T THINK YOU NEED HIV EDUCATION, WE'VE SAVED A PLACE FOR YOU!"

As part of a classroom assignment to learn about AIDS, several high school students at the Real School in Windham, Maine visited community health centers and became acquainted with people living with HIV. With full permission, the students created a photography exhibit of a diverse group of children, women, and men infected with the virus. The exhibit traveled to schools throughout the state. Then the students created a poster using all the black and white photos along with one blank space and the message: "If You Don't Think You Need HIV Education, We've Saved A Place for You!" This project continued to evolve and the students produced a 30-second public service announcement that was broadcast on Fox and several other cable stations.

"WHY CAN A KID GET A GUN IN A FEW HOURS, BUT HAVE TO TAKE A BUS OUTSIDE THE NEIGHBORHOOD TO BUY SCHOOL SUPPLIES?"

"Why can a kid get a gun in a few hours, but have to take a bus outside the neighborhood to buy school supplies?" This powerful sound bite by Sherman S. with Teens On Target helped pressure the Oakland City Council to approve a series of gun control ordinances, including a requirement that buyers obtain trigger locks when they purchase their firearms.

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Success

By r ecting back on your project once it is complete, and looking at what went right (and why), what went wrong (and why), and how you work on a team, you can learn many things Use the following reflection tools to help you think about what made your project successful (or not), what you learned from it, d how y would do it differently next time.

A short description of the project:

Three successes tha came out of the project (ways the group or the community benefit :

1.

2.

3.

If I were to help plan the same project for another group, what are three things I would do to improve it?

1.

2.

3.

Reaching My Goals

Did you get out of the project what you wanted? Go back to the list of your personal goals on page 18 and use the following questions to help you evaluate if you achieved what you had hoped for.

My three personal goals were:

1.

2.

3.

The goals I actually met were:

The most difficult part of meeting these goals was:

Now that I know better what a project like this is all about, I would have made the following changes to the above goals:

Surprise!

Did things always go as anticipated? What one thing surprised you most while working on your project? It can be either a negative or a positive thing.

The situation or event that surprised me the most was:

➡ Why?

Teamwork

Rate the performance of the people you worked with on ther project (include yourself).

I would rate my group's teamwork skills as (circle one) . . .

JUST HORRIBLE NOT VERY GOOD SO-SO PRETTY GOOD FANTASTIC!

➧ because:

My group's best team effort during the project was:

➧ Why?

My group's worst team effort during the project was:

➧ Why?

My Teamwork Skills

How would you rate your own performance as a team member on this project? Think carefully and remember that teamwork is a really important job skill these days.

I would rate my teamwork skills as (circle one) . . .

JUST HORRIBLE NOT VERY GOOD SO-SO PRETTY G. FANTASTIC!

➧ because:

During this project the three most important things I learned about working on a team were:

➧ 1.

➧ 2.

➧ 3.

Job Duties

Look over all the Weekly Job Duty reports and list below all the job duties you had over the course of your project:

1.

2.

3.

4.

5.

Which three job duties did you like the most and why?

1.

2.

3.

For each job duty above, list as many jobs or occupations you can think of that might include that duty.

➨ Job duty 1.

➨ Job duty 2.

➨ Job duty 3.

Job Skills

Look over your Weekly Job Duty Reports and list below all the skills you practiced over the course of your project:

➨Skills

Put a star by the new skills you gained while working on this project. Pat yourself on the back!

How will I practice this skill in the near future? Choose three skills from your list above. Write a sentence about how you will continue to practice each of these skills in the near future.

➨ Skill #1

➨ Skill #2

➨ Skill #3

From Others' Perspectives

When evaluating the success of a project it helps to think about how others might have viewed the project. Step inside someone else's shoes for a moment and answer the following questions:

How do you think others working with you on the project felt?

➧ Give reasons.

How do you think people not connected to your activities (like your parents, neighbors, friends) viewed the project or event?

➧ Give reasons.

From My Perspective

Do you think the project was a successful undertaking? In your evaluation, consider the following: What have you have learned by participating in the project? How were project challenges met? How did the project make you feel? How may others have viewed the project? How do you think the community benefited?

Rate the success of the project from "just horrible" to "fantastic!" In a paragraph or two, discuss WHY you gave the project or event the rating that you did.

I would give my project a rating of (circle one) . . .

JUST HORRIBLE NOT VERY GOOD SO-SO PRETTY GOOD FANTASTIC!

➧because:

Notes

STUDENTS ADVISE POLICE AND SCHOOL ADMINISTRATORS

In New Haven, Connecticut students from area high schools are elected by their peers to advise police and school administrators on how to improve relations with youth and reduce school violence. This Board of Young Adult Police Commissioners interviews police recruits and has recommended alternative security methods to metal detectors.

HIGH SCHOOL STUDENTS TAKE ON THE PROBLEM OF TEEN PREGNANCY

A high school class in Ohio took on the problem of teen pregnancy and interviewed dozens of people in the community from doctors and correctional officers to a teen mother. They approached their school board for funds and published a booklet which was so well done that the local medical center and area schools started to distribute it.

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